

**Range of Activities for Vermont Success Beyond Six Personnel in Schools Adopting
School-wide Positive Behavior Interventions & Supports
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PURPOSE

The purpose is to help create a payment mechanism allowing better integration of two statewide initiatives in Vermont: The Department of Mental Health's *Success Beyond Six* (SBS) and the Department of Education/University of Vermont *School-wide Positive Behavior Interventions and Supports* (PBIS).

<i>Success Beyond Six</i>	<i>Positive Behavior Interventions & Supports</i>
"SBS is a funding mechanism that allows Designated Agencies to provide Medicaid billable mental health services in schools through contracts with their local school districts" .	PBIS is a proactive, multi-tier, school-wide approach to improving social and academic competence for all students and providing additional supports for students at-risk and with comprehensive needs.

This document outlines activities that are necessary for effective implementation of PBIS that could be implemented by SBS personnel. Currently, many of these activities could not be covered through SBS, so we outline them here to guide changes to the SBS Medicaid funding mechanism.

SCOPE

The focus of this document is solely on the range of activities that SBS personnel could engage in to support PBIS. We recognize that the actual implementation of effective mental health services within PBIS is not simple, and much more work will be needed for this effort to be a success.

Therefore it is important to acknowledge the following points:

- This is not a policy paper. We have tried to align these activities with ideas presented in national policy briefs, but for a more thorough analysis we recommend a review of national (Barrett, Eber, & Weist, 2009; Bazelon Center for Mental Health Law, 2006) and Vermont (Department of Mental Health, 2008) policy papers.
- Our focus is on what activities SBS personnel *could* implement in PBIS schools, but by no means are they the only ones who should be performing these functions. Ultimately it is up to each school to decide how best to define roles and assign responsibilities for efficient integration of services.
- Similarly, a great deal of collaboration within schools and between schools and their communities will be needed to implement these activities effectively. In particular it will be necessary to carefully examine how these activities fit with individualized plans for students receiving special education, 504 services, Coordinated Services Plans, and other school and community supports.
- Effective implementation will require ongoing training, technical assistance, and other supports and resources.

ORGANIZATION

This document is divided into three sections, each describing the range of possible activities for SBS personnel as they relate to the *systems, practices* and *data* relevant to each of the three levels of the PBIS framework:

Tier 1 – Universal Supports (All Students).....	Page 2
Tier 2 – Targeted Supports (Students at Risk).....	Page 4
Tier 3 – Intensive Supports (Students w/ Comprehensive Needs).....	Page 5

TIER 1 – UNIVERSAL SUPPORTS

System: The PBIS School Leadership Team at the Universal Level implements and sustains primary prevention practices to increase positive behaviors and to prevent and respond to behavior problems. SBS representatives may:

- 1) Participate on the school’s PBIS Universal Leadership Team, including attendance at meetings at least one time per month.
- 2) Work with the PBIS Universal Leadership Team to ensure that the following components of the PBIS Universal Action Plan are implemented and sustained:
 - a) A committed and active Universal Leadership Team that is representative of school personnel
 - b) A clear purpose statement articulating the work of the PBIS Universal Leadership Team
 - c) 3-5 positively stated school-wide expectations
 - d) Teaching matrixes of school-wide behavior expectations for all school environments and lessons for teaching the expectations
 - e) A system for reinforcing and acknowledging students for demonstrating behaviors consistent with school-wide expectations
 - f) A clear system for discouraging minor and major behavior problems
 - g) A practical and real-time data management system as a basis for problem solving and decision-making.

Practices: In addition to helping to develop, install and sustain the components of the PBIS Universal Action Plan, SBS representatives may:

- 1) Incorporate strategies that promote a school-wide awareness of mental health and behavioral health factors that impact student learning.
- 2) Provide broader staff and family trainings to support mental health skill development across settings and within the PBIS school-wide framework.
- 3) Identify existing community services and supports that might be beneficial for students, school personnel, and families.

Examples of possible topics for the above practices include (but are not limited to):

- Mental health promotion
- Social and emotional learning
- Functions of behavior

- Identifying risks for mental health problems
- Substance abuse
- The effects of trauma
- Harassment and bullying
- Recognizing signs of depression, eating disorders, self harm and other serious mental health risk factors

Data: PBIS Universal Leadership Teams use data to make decisions around PBIS implementation. SBS representatives contribute to the strategies of the collection and use of data for the purposes of problem solving and decision-making including:

- 1) Review and help interpret school and district data (e.g., office disciplinary referrals) that will be used to identify strengths and challenges and to help the School Leadership Team make decisions about school-wide positive behavioral interventions.
- 2) Review and help interpret community data sources (e.g., access to community mental health resources) that may point to gaps or overlap among services and resources.
- 3) Develop ways of sharing findings from multiple data sources with families and community members to increase understanding and engagement.
- 4) Make recommendations for selection and implementation of a universal screening system to help identify students who need additional supports.
- 5) Integrate other universal data (e.g., YRBS, drop out numbers, nurses visits) to inform the problem solving process of the universal team.

TIER 2 – TARGETED SUPPORTS

System: At Tier 2, a school Targeted Systems Planning Team is established to create a system that will build on practices and procedures at Tier 1, support the adults in the school to implement targeted interventions, assess the impact of targeted interventions on individual students and on the school, and promote family involvement. The SBS representatives may:

- 1) Participate on the Targeted Systems Planning Team to help coordinate the referral process, develop decision rules, and monitor the progress of targeted interventions.
- 2) Participate on targeted teams for individual students responsible for receiving and acting on student referrals, progress monitoring, and communicating with families.
- 3) Help identify the strengths and challenges unique to the school for implementing targeted PBIS supports (e.g., available resources, skills of personnel).

Practices: Evidence-based practices are implemented for students who do not respond to Tier 1 supports. These practices are easily accessed by students and adults and are built on Tier 1 interventions. The SBS representatives may:

- 1) Coordinate and implement targeted interventions such as Check-in/Check-out, social skills groups, friendship clubs, restorative practices, and affinity groups.
- 2) Engage families of students receiving Tier 2 supports by sharing information and providing regular communication.
- 3) Provide consultation around classroom management that is consistent with effective social and emotional learning.
- 4) Provide strategies, interventions and interagency collaboration for students with early signs of behavioral and emotional needs.
- 5) Identify and coordinate with existing community services and supports that might be beneficial for students, school personnel, and families.

Data: The Tier 2 Targeted Systems Planning Team reviews data of all targeted interventions to assess the effectiveness of these group level interventions. Individual student data is also reviewed to determine effectiveness of interventions to change student behavior. As part of this team the SBS representatives may:

- 1) Use school and community data to identify the need for specific Tier 2 interventions.
- 2) Review data from universal screenings and other referral sources to identify students who could benefit from Tier 2 interventions.
- 3) Assist with data collection and management for students receiving targeted strategies including adapting interventions based on student's performance and using functional behavioral assessment (FBA) and planning as a basis for altering the interventions.
- 4) Assist in reviewing intervention data to determine effectiveness of interventions for groups of students.

TIER 3: INTENSIVE SUPPORTS

System: The Tier 3 Problem-Solving Team is developed to ensure that the adults in the school are able to access the resources and supports for students with complex needs that affect learning. In addition, individual teams are formed for students receiving individualized supports. The SBS representatives may:

- 1) Participate on the school Problem-Solving Team around individual students. Mental health personnel are needed on this team to help coordinate the referral process, develop decision rules, and monitor the progress of intensive interventions.
- 2) Provide consultation to school personnel on the stages of effective teaming including: family engagement, team development, goal setting, plan implementation, and transition out of services.
- 3) Coordinate buy-in and readiness for Tier 3 supports among personnel at school and in community.
- 4) Train team members on the use of data tools, identifying evidence-based interventions, and other intensive strategies.
- 5) Coordinate individualized plans developed within PBIS with special education and 504 plans for students with disabilities.

Practices: The Tier 3 Problem Solving Team will require skills and expertise to plan individualized interventions for students selected for Tier 3 interventions. In this area, the SBS representatives may:

- 1) Conduct brief and complex Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP).
- 2) Work with teams to identify evidence-based interventions and supports that are tailored to the individualized needs of the students.
- 3) Implement specific evidence-based interventions to meet the needs of students while building on universal and targeted strategies.
- 4) Facilitate wraparound teams to plan, implement and monitor support for each student receiving intensive supports.
- 5) Engage family members to improve the effectiveness of individualized plans.
- 6) Collaborate with service providers and natural supports (e.g., relatives, friends, advocates) to achieve individual student goals.
- 7) Identify existing community services and supports that might be beneficial for students, school personnel, and families.

Data: At Tier 3, individual student data is reviewed to determine effectiveness of interventions to change student behavior. The SBS representatives may:

- 1) Review data to provide early identification of students at risk of more serious mental health concerns that warrant intensive interventions.

- 2) Conduct more in-depth assessments that include record review, questionnaires, school and family interviews, and direct observations.
- 3) Monitor and alter behavior plans based on goal attainment as measured by multiple data points
- 4) Conduct strengths and needs assessments that cover multiple life domains to identify both student and family goals.
- 5) Collaborate with community programs and agencies that may have other data and information on students receiving intensive supports.

REFERENCES

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